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Spring 2021

HUM 102-062: Writing, Speaking, Thinking II

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Recommended Citation

Ascarelli, Miriam, "HUM 102-062: Writing, Speaking, Thinking II" (2021). *Humanities Syllabi*. 340.
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HUM 102: Writing from Research

Instructor: Miriam Ascarelli
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Course Description

HUM 102 is an introduction to writing using both primary and secondary sources. While building on the skills you learned and practiced in HUM 101, HUM 102 asks you to develop research questions, find and cite sources, conduct your own primary research, and synthesize elements of research into coherent wholes. To do so successfully, you will be asked to understand and interpret sources and put them in conversation with each other, as well as correctly document and attribute them. Overall, the general purpose of this class is to set you up for research and writing success in your future courses, both inside and outside of your major.

The culminating assignment for this class is a 2,500-word (approximately 10 pages) researched essay. To build up to the paper, there will be readings and short homework assignments as well as a research plan, a research proposal, an annotated bibliography, and research poster.

Course Goals

During this course you will:

- Explore and refine research topics
- Find, evaluate and choose sources effectively
- Practice writing from primary and secondary research, developing different types of research projects that use fieldwork, library, and online research methods
- Demonstrate knowledge of the conventions of bibliographic citation
- Demonstrate an understanding intellectual property, plagiarism, and the importance of distinguishing between source material and one's own work.
- Draft, review, and revise multiple versions of a single writing project

Required Texts

NJIT Custom Textbook- Available to be purchased through TopHat.com
Selected Readings- Provided by your instructor, available on your class Canvas site
A subscription to *The New York Times* using NJIT's FREE Group Pass.

Your grade break-down is as follows:

- Research Plan: 5%
- Research Proposal: 15%
- Annotated Bibliography: 25%
- Research Poster and Presentation: 10%
- Research Paper: 30%
- Homework: 10%
- Textbook work: 5%

Individual and group work will be evaluated according to the university's grading scale.

A = 100-90	B+ = 89-87	B = 86-80	C+ = 79-77	C = 76-70	D = 69-60	F = 59-0
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Attendance

Attendance is critical to your success in this class. Participation in in-class activities, discussions, and workshops will contribute to your knowledge, ability, and performance. Participation cannot be demonstrated by chronic absences or sickness, similar to the professional world. At a minimum, this means showing up on time, being prepared, and contributing to class discussions. Your level of engagement with the material will subsequently impact how much you get from the class.

You may miss two classes without penalty. Every subsequent unexcused absence will result in a reduction of half of a letter grade on your final course grade. If you are absent for legitimate reasons (family emergency, illness) you must submit official and verifiable documentation to the Dean of Students related to the absence within two weeks.

Per university policy, students who expect to miss class for religious observances must submit to me a written list of dates that will be missed by the end of the second week of classes (Jan. 29, 2021). More than six unexcused absences (three weeks of the course) will result in the automatic failure of the course.

Attendance on workshopping days is mandatory. If you know in advance that you will miss one of these days, please meet with me to arrange an alternative solution.

Please contact your classmates for missed work.

Assignment Submission

All assignments must be submitted in typed hard copy. *I will not accept emailed work.* Specific formatting guidelines will vary according to each assignment, so please follow the explicit guidelines found on individual assignment sheets.

Late work will automatically be downgraded or simply not accepted (see late homework policy below).

Homework: Assignments will be graded on a 4-point scale and are due at the start of class of the assigned due date. You will have up until the next class period after the original due date to turn in missed work, but the work will automatically be downgrades to a 2 (grade of C) or lower. After that, late work will not be accepted.

You will also be asked to answer questions related to readings in the online textbook; these questions are embedded in the textbook and are generally quite short. They will be submitted through TopHat.

Drafts

Drafting and revising are critical to success in this class, and to that end, substantial work between drafts must be evident. Each draft will make up 5% of your final draft grade for the research paper, and failure to complete drafts will lower your final draft grade. If you were given notes during a peer review, or comments from me, their effect on your writing should be apparent. Spell-checking, addition, and format changes alone are not enough to constitute a revised draft. For a draft to receive full credit, it must meet the requirements outlined on the essay assignment (length, topic, format, and so forth).

Technology

If you need to get a hold of me email is my preferred method. I will respond to your emails within 24 hours. Please plan accordingly. Remember to maintain an appropriate tone in all school-related correspondence. This means to include an appropriate SUBJECT line and your NAME in all emails. I will not respond to emails that do not include the sender's name.

Cell phones should not be used during class unless needed for a specific activity. Please set them to silent as a courtesy to your classmates and instructor.

Laptops should only be open when we are drafting. For discussions and presentations they should remain closed.

NJIT University Code on Academic Integrity

Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at: <http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>.

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu.

Special Needs

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact Student Disability Services at 973-596-3420.

The Writing Center

The Writing Center (115 Cullimore Hall) is available for 45-minute individual and group appointment with professional writing tutors online. This resource is indented to help you improve your communication and writing skills. Tutors and help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. For more information, please visit <https://www5.njit.edu/writingcenter/>.

If you are absent, find out what you missed from a classmate:

Your Class Contacts

Name: _____ Phone: _____

Email: _____

Name: _____ Phone: _____

Email: _____

**HUM 102 – Monday/Wednesday
Spring class schedule**

Class schedule (subject to change)

	MONDAY	WEDNESDAY
1		<p>Jan. 20</p> <p>Welcome, intros & go over syllabus</p> <p>HW reading: <i>Intro to They Say, I Say</i> & Chapter 1 of textbook HW 1: Sign plagiarism textbook & find an editorial in the NYT and complete exercise 1 in <i>They Say, I Say</i>.</p>
2	<p>Jan. 25</p> <ul style="list-style-type: none"> • In-class writing • HW reading: Textbook, chapter 5: section on shallow reading and in-depth reading, including two exercises embedded in the text. • HW 2: practice the double-entry journal using NYT article. 	<p>Jan. 27</p> <ul style="list-style-type: none"> • In class discussion: How to find a research question; brainstorming • How to navigate <i>The New York Times</i>: Tour of the NYT homepage; news vs. opinion; identifying the voices/sources within an article • Assign free-range reading assignment •
3	<p>Feb. 1</p> <p>Continue discussion on reading and writing as inquiry + how to find a meaningful research question</p>	<p>Feb. 3</p> <p>HW 3: Free-range reading assignment due</p> <p>Introduce research plan & research proposal assignment</p> <p>HW: Chapter 3 in textbook (“Posing meaningful questions” + embedded exercises)</p>
4	<p>Feb. 8</p> <p>Read: review definitions of primary, secondary and tertiary sources in chapter 1 of textbook + textbook, chapter 5: “Choosing what to read: primary, secondary and tertiary reading materials”</p>	<p>Feb. 10</p> <p>Research plan due; 5-minute mini-conferences?</p> <p>Reading: <i>From They Say, I Say</i>: “Saying Why it Matters”</p>
5	<p>Feb. 15</p> <p>Library workshop</p>	<p>Feb. 17</p> <p>Workshop draft research proposal with small group</p> <p>Read: from <i>They Say, I Say</i>: The Art of Summarizing, The Art of Quoting, Three Ways to Respond</p> <p>HW: Begin evaluating sources using the source notes method</p>
6	<p>Feb. 22</p> <p>Research proposal due</p> <p>Introduce annotated bibliography assignment; how to evaluate sources</p>	<p>Feb. 24</p> <p>How to avoid lousy evidence and misinformation</p>

7	<p>March 1</p> <p>Continue work with annotated bibliography & evaluating sources</p>	<p>March 3</p> <p>Continue work with annotated bibliography</p>
8	<p>March 8</p> <p>Annotated bibliography due</p>	<p>March 10</p> <p>TBA</p>
Week 9	<p>March 15</p> <p>SPRING BREAK</p>	<p>March 17</p> <p>SPRING BREAK</p>
10	<p>March 22</p> <p>Welcome back!</p> <p>Research Paper Instructions & rubric</p> <p>Reading: Portions of chapter 1 in textbook & portions of textbook, chapter 5: “What is evidence,” “Purposes for integrating evidence,” “Questions that shape the integration of evidence”</p>	<p>March 24</p> <p>Workshop: Introductions and thesis statements</p> <p>HW: Read from <i>Humble Argument</i> – “Offer good evidence,” “Guide your readers,” & “Offer good reasons”</p>
11	<p>March 29</p> <p>Workshop: Body paragraphs</p>	<p>March 31</p> <p>First draft due; workshop with group</p> <p>Readings: From <i>The Humble Argument</i>: “Earn your credibility” + From <i>They Say, I Say</i>: “Planting the Naysayer in your text”</p>
12	<p>April 5</p> <p>Workshops: Counterarguments and conclusions workshop</p>	<p>April 7</p> <p>Workshop: Integrating sources & creating your Works Cited page</p>

13	April 12 Workshop: Research Poster Basics	April 14 TBA
14	April 19 Peer review of research paper	April 21
15	April 26 Presentations	April 28 Presentations

16	May 3 – Last day of classes Presentations Papers due at midnight	
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